

Instructions – Eligibility Report

PURPOSE: To document if a student meets special education eligibility requirements and to determine whether the student needs special education services, and/or the student's needs can be met through the general education program without special education.

FORM USE: The IEP team shall complete this form after reviewing all reports and upon completion of the initial evaluation/re-evaluation. The IEP team determines: (1) if the student meets state and federal guidelines as a student with a disability and if so, (2) does the student require special education services, or can the student's needs be met through the general education classroom and curriculum without special education services.

INSTRUCTIONS: Line 1: Fill in the identifying information: the student's name, date of birth, school and school system.
Line 2: Record the initial eligibility date (date of the student's *first* eligibility IEP team meeting), the current evaluation date (date of the current assessment or reevaluation), and the projected reevaluation date (primary disability only). The projected reevaluation date is three years from the current Eligibility Team Meeting date.

1. After reviewing the results of all the evaluation material, the IEP team must determine if this student meets/continues to meet the state and federal eligibility standards for a disability.
 - a. If the student meets the eligibility standards, check the appropriate box and write the disability on the line to complete the sentence.
 - b. If the student does not meet the eligibility standards for any disabilities, the second box should be checked. The IEP team should then complete Instruction #6.

*NOTE: All individual reports MUST be attached to this form.
The Eligibility Report form should be placed on the top.*

2. Before a child can be determined eligible for special education services, the IEP team must determine that the disability is not primarily due to a lack of instruction in reading, math or limited English Proficiency as the **primary cause** of the disability. This statement is relevant for all IDEA disabilities. Both "lack of instruction in reading or mathematics" and "limited English proficiency" must be checked with documentation supporting this factor.
3. Are there any pertinent medical findings that impact this child educationally, such as a physical illness, present/past medications, and relevant hospitalizations? If so, please describe them or reference the attached report. If there are no pertinent medical findings, fill in the blank by writing "None" or "N/A".
4. Record the results of the vision and hearing screening and dates of screening in this section.

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5. Check the box ensuring that documentation of the assessment findings and eligibility standards requirements are attached to the Eligibility Report form.
6. (Boxed area of Eligibility Report) All persons involved in the assessment process (interviews, observations, examinations and administration/interpretation of assessment instruments) will sign here. Parents will also sign here (i.e., parental completion of adaptive behavior measures, submitted parental information/questionnaires, and family interviews) as the parent is also a member of the IEP team and is included in the assessment. Each signature line will include the person's position, signature, date of signature and whether s/he agrees or disagrees with the findings contained in the student's assessment.

NOTE: When the person is not in attendance at the meeting and his/her report is being utilized, that person's name and report should also be referenced in this area (e.g., documenting an attached physician's certification of a physical or sensory impairment).

7. After the IEP team has reviewed and discussed all of the collected assessment data, a decision must be made. If the student meets eligibility standards and his/her needs cannot be met in the general education curriculum, the student is eligible for special education services. Check the first box and write a statement documenting how the student's identified disability adversely affects the student's ability to progress in the general education curriculum. When a student is determined to be eligible for special education, the IEP team should convene and write an Individualized Education Program for this student. If the student is not eligible for special education and would benefit from accommodations made in the general education classroom, the IEP team may wish to refer this student to the school 504 Team.

Place a check next to the second box if the student has met eligibility standards for a disability and the IEP team has determined his/her needs can be met in the general education program.

Place a check next to the third box if the student does not meet eligibility standards for a disability.

8. Upon completion of the Eligibility Report, the parents should be given a copy of the report and the documentation used to determine their child's eligibility. The parents will sign the bottom line and check the box stating they have received a copy of their child's evaluation report(s) utilized in determining eligibility and/or educational program. If the parents are not in attendance at the meeting, send a copy of the evaluation report and the Eligibility Report for the parent to check, sign, and return.